Independent Study Course Overview

(Subject to change based on IS contract signed with student)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Organizing Topic | Essential Knowledge & Skills | Related SOL | Sample Assessment Methods | Sample Resources | Time Taught During Semester/  Year |
| Anatomy & Proper Alignment | \*bones & muscles in body  \*coordination of upper and lower body, right and left  \*balance or maintenance of axis/center while moving  \*how to shift weight  \*execution of movements  \*form strong core muscles for more difficult movements  \*3 physiological reasons for warming up  \*elements of warming up: isolations, reaches, contractions, plies, tendues, releves, etc.  \* exploration of movement potential using anatomy to create warm up and dance phrases  \*assessment of work | AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.III  DA:Pr5.1.I-III  DA:Re7.1.III  DA:Re8.1.III  DA:Re9.1.III | Journals –  Notations of work  Reflections of progress  Chapter Reviews  Teacher Rubric for Refinement and Development  Core Evaluation Engagement Assessment  Dance Research Project Learning Targets | Entrance/  Exit Tickets  Handouts:  “Comparison of Cognitive Processes”  “Artistic Process”  “What Works and What Does Not Work”  “Refinement Task”  “Development Task” | 1st month or 1st 4-6 weeks of semester  About 1-2 chapters per week from EXPERIENCING DANCE text book |
| Technique & Dance Terminology | \*observe, execute, and technically clean ballet, modern, jazz terminology taught at the barre and in the center  \*maintain proper alignment, balance, coordination, muscle control, and spatial relations while executing dance phrases  \*demonstrate correct rhythm & tempo for steps/phrases  \*collaborate with others  \*create phrases with terminology & technique studied  \*critique self and others  \*reflect on work | AAHS:2  AAHS:3  AAHS:14  AAHS:15  AAHS:16  AAHS:17 AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.I-III  DA:Pr5.1.I-III  DA:Re.7.1.I-III  DA:Re.8.1.I-III  DA:Re.9.1.I-III | Technique Tests  Skills Test Learning Target | Terminology Handouts  10 Step Combos  Technique Reflections  Skill Rubric Scale Self Assessments  Assessments of Student’s Conceptual Understanding and Thinking  Journals  Student Goal Setting Sheets | Throughout entire year...  Technique tests with journal reflections given every 2-3 weeks from the start of school until the end  Goal Setting is done at the beginning of each style study (beginning of ballet study, beginning of jazz study…)  Conceptual Assessments given once during each specific style studied (one during ballet warm up and progressions study, one for jazz…) |
| Studying 3 main elements of movement and creating choreography | \*students will study the elements of dance (time, space, & energy)  \*students will create movement phases using knowledge of anatomy, technique, terminology, & the 3 dance elements  \* students will cooperate with others, share ideas, and respond to others verbally & physically  \*students will reflect on work through self, peer, & group critique methods to become a better choreographer and performers  \*students will perform work for the public | AAHS:1  AAHS:2  AAHS:15  AAHS:16  AAHS:17  AAHS:21  DA:Cr1.1.III  DA:Cr2.1.III  DA:Cr3.1.III  DA:Pr4.1.III  DA:Pr5.1.III  DA:Pr6.1.III  DA:Re.7.1.III  DA:Re.8.1.III  DA:Re.9.1.III | Chapter Review Tests  Choreography Tests  Student Self Evaluation Forms  Performance Reflections:  “Responding to Dance as an Integrated Projects”  “Audience Worksheet(s)”  Genre/Dance Form Study Exploration Targets  Performance Evaluation Worksheet | Journal –  Notations of phrases  Reflection on work  Elements of Dance Handouts  Various Critique Handouts –  “Creating a Solo”  “Helpful Rehearsal Strategies”  “Video/  Performance Critique”  “Student Performance Assessment Form”  “Evaluation of Dance Rehearsal Quality Resource Sheet”  “Audience Worksheet”, “Evaluation of Class/  Rehearsal”  Class Participation Rubric (to be completed by teacher) | To be done the last month to 2-3 months of the semester  Review Tests to be done approx. each week for 1-2 chapters from EXPERIENCING DANCE text  Handouts to be completed as choreography process develops …  Handouts from textbook  DANCE ABOUT ANYTHING |
| Dance as an art form throughout history | \*students will read about and share knowledge on various decades of and communities from dance history (alone or in a small group)…then choose 1 form/period of dance to study and do own research project  \*students will write a papers summarizing and making connections regarding that particular period of dance/history  \*students will share their paper with the class  \*students will learn and create mini-dances using terminology from that particular period of dance history  \*students will notate their mini-dances to be turned in with their paper  \*students will share their mini-dances with the class  \*students will verbally and in written format reflect on each group’s mini-dance performed | AAHS:1  AAHS:2  AAHS:3  AAHS:14  AAHS:15  AAHS:16  AAHS:18  AAHS:19  AAHS:20  DA:Cr1.1.III  DA:Cr2.1.III  DA:Cr3.1.III  DA:Pr4.1.III  DA:Pr6.1.III  DA:Re.7.1.III  DA:Cn.11.1.III | Chapter Review Tests  Rubrics for –  Notations  Paper  Mini-Dance  Reflection  Dance Research Learning Target | Journals –  Notes from readings  Notations for mini-dance  Reflection of mini-dance  showings  Handouts:  “Evaluation of Thinking Skills”  “Perform Your Final Product and Evaluate Its Success”  “Evaluation of Teamwork”  “Evaluation of Project Management” | About the 2nd month in the semester course  Review Tests to be done approx. each week for 1-2 chapters from EXPERIENCING DANCE text  Handouts to be completed as choreography process develops …  Handouts from textbook  DANCE ABOUT ANYTHING |
| Pedagogical Experiences for Career/College Goals | \*students will explore the elements of dance (time, space, & energy) with prompts by the teacher  \*students will create movement phases using knowledge of technique & the 3 dance elements  \* students will cooperate with others, share ideas, and respond to others verbally & physically  \*students will reflect on learning | AAHS:13  AAHS:14  AAHS:15  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.III  DA:Pr5.1.III  DA:Pr6.1.III  DA:Re8.1.III  DA:Re9.1.III  DA:Cn10.1.III  DA:Cn11.1.III | Dance Leadership and Engagement Evaluations  Making Connections and Communicating in Dance Targets | Journal –  Reflect on work  Notate ideas for creating dances  Teacher’s books, cards, handouts, etc. on improv activities | During 2nd and 4th quarters/marking periods |
| Making student portfolios | \*Decorate personal folder  \*Organize materials for folder  \*Gathering supporting evidence (chosen and required pieces) of work through the semester  \*Writing personal reflections on each chosen piece of work | AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  DA:Cr1.1.III  DA:Cr2.1.III  DA:Cr3.1.III  DA:Re8.1.III  DA:Re9.1.III  DA:Cn10.1.III  DA:Cn11.1.III | Portfolio Scoring Rubric Sheet  Making Connections and Communicating in Dance Targets | Portfolio To Do’s Paper  Folders…  Personal Dance Portfolio Paper  Portfolio Reflection Paper | Decorating folders occurs during the 1st week of school…  Organizing materials happens throughout the semester as work is completed…  Writing reflections and portfolio scoring happens the last week of school and finishes during the exam block |